



**State Board of Education Resolution
To Approve the District of Columbia's State Accountability Plan
SR22-4**

WHEREAS, in December 2015, Congress enacted the Every Student Succeeds Act (ESSA), which amended the Elementary and Secondary Education Act of 1965 (ESEA) and built on key areas of educational progress achieved in recent years with the intention of ensuring that all students have equitable access to a high-quality education;

WHEREAS, the Office of the State Superintendent (OSSE) must submit a State Education Plan ("State Plan") to the U.S. Department of Education (USED) that outlines statewide plans for education, including how the District of Columbia will support specific groups of students and the state's system of annual, meaningful differentiation of all public schools;

WHEREAS, District of Columbia law requires the D.C. State Board of Education approve the State Plan for the District of Columbia, as developed by OSSE, pursuant to ESSA's requirements, ensuring that:

- (A) The plan includes a single statewide accountability system that establishes ambitious long-term student achievement goals, which include measurements of interim progress toward meeting those goals; and
- (B) The statewide accountability system included in the plan is based on, but is not limited to, challenging state academic standards, academic assessments, and a standardized system of accountability across all local education agencies (LEAs) that will be used to hold LEAs accountable for student achievement;

WHEREAS, in creating the draft State Plan, OSSE, in addition to engagements with the State Board at its working sessions on March 2, May 4, and June 1, 2022, held multiple sessions with Ward Education Councils, parents, and education advocacy organizations to solicit feedback and align the draft State Plan to expressed community preferences;

WHEREAS, OSSE released a draft State Plan on June 1, 2022, that describes how the District of Columbia will meet ESSA's requirements to measure academic achievement and growth, graduation rates, and progress in attaining English language proficiency disaggregated by subgroup to identify schools in need of improvement and support;

WHEREAS, OSSE's draft State Plan incorporates community feedback to accomplish three overarching goals:

- (A) Improving equity in the performance measurements;





(B) Increasing the weight and the number of measurement areas for performance growth in comparison to proficiency; and

(C) Strengthening measurement of priority areas: gap closure of historically underserved students, post-high school readiness, students with disabilities, and attendance;

WHEREAS, OSSE solicited feedback on the draft State Plan during the public comment period open from June 1, 2022, through July 6, 2022, and will continue to solicit feedback through July 8, 2022;

WHEREAS, OSSE thoroughly considered all of the comments received throughout the public comment period;

WHEREAS, OSSE, upon approval by the State Board, will submit the State Plan to the USED in July 2022 for approval;

WHEREAS, OSSE will then be able to provide LEAs, schools, and stakeholders with clarity on how school performance will be measured at the start of the 2022–23 school year and provide for effective implementation of the new system;

WHEREAS, the State Superintendent and members of the State Board have collected stakeholder input during an extensive period of public engagement, including, but not limited to, receiving testimony from the public and experts at public meetings and working sessions of the State Board held in 2021 on January 13, March 25, May 19, June 16, September 22, October 20, November 17, and December 15 and in 2022 on January 5, January 19, February 2, March 2, May 4, June 1, June 15, and July 6;

WHEREAS, the State Board has reviewed the revised State Plan and finds that the State Plan's accountability system establishes a rigorous, standardized system of accountability across all LEAs; and

WHEREAS, under the changes made to the State Plan, schools most in need of support to close gaps and improve academic achievement and growth, school performance and student success, graduation rates, and progress toward English language proficiency will be identified.

NOW THEREFORE BE IT RESOLVED, that the D.C. State Board of Education approves the District's State Accountability Plan as proposed by the State Superintendent; and

BE IT FURTHER RESOLVED, that by December 2022, OSSE will engage the public and the State Board on the following as it relates to the content and format of the DC School Report Card:

(A) Presentation of any summative score on the DC School Report Card;






(B) The inclusion of data related to the educator workforce; and

(C) Data on school climate surveys.

Date Adopted: 7/20/2022

Signed: _____


Jessica Sutter, President

